

**W-2009**  
**A Strategic Plan for MUW**  
**Report of Progress**

**MUW Goal 1: Provide high quality, student-centered instructional programs in a personalized learning environment.**

Strategic Objectives

1.1 Provide competitive salaries and benefits that will recruit and retain high quality faculty and staff.

**Progress:** The Mississippi legislature approved 5% salary increases for faculty members during the last two legislative sessions. Despite these recent salary increases, MUW faculty salaries remain below the Southern Regional Educational Board (SREB) average and below the Mississippi average for full-time faculty teaching at public, four-year colleges and universities. Even when institutional size and mission are considered in determining competitive salaries, MUW faculty salaries remain below the average for peer institutions for faculty members holding advanced ranks. Gains, however, have been made in starting salaries for new faculty.

2007-2008 MUW Faculty by Gender and Academic Rank	Contract Length		
	9/10 Month		
	Number	Salary Outlays	Average Salary
Men			
Professor	8	431590	\$53,949
Associate Professor	6	280931	\$46,822
Assistant Professor	15	665693	\$44,380
Instructors	11	427068	\$38,824
<b>Total Men (sum of lines 1-6)</b>	40	1805282	\$45,132
Women			
Professor	12	739450	\$61,621
Associate Professor	6	293740	\$48,957
Assistant Professor	19	871828	\$45,886
Instructors	31	1444473	\$46,596
<b>Total Women (sum of lines 8-13)</b>	68	3349491	\$49,257
<b>Grand Total (sum of lines 7 and 14)</b>	108	5154773	\$47,729

Average Salaries of Full-Time Instructional Faculty by Rank  
at Public Four-Year Colleges and Universities (<http://www.sreb.org>)

	2005-06				All Ranks <sup>1</sup>
	Professor	Associate Professor	Assistant Professor	Instructor	
United States	\$93,190	\$67,321	\$56,670	\$39,947	\$69,793
SREB states	89,836	65,659	55,453	39,048	65,961
SREB states as a percent of U.S.	96.4	97.5	97.9	97.7	94.5
Alabama	\$88,589	\$65,312	\$51,591	\$38,894	\$64,591
Arkansas	76,770	60,164	49,085	36,535	56,598
Delaware	108,081	75,548	61,122	48,690	78,566
Florida	94,642	68,295	58,832	43,209	69,705
Georgia	93,140	65,117	56,328	37,324	69,321
Kentucky	86,114	63,836	53,583	39,456	63,071
Louisiana <sup>2</sup>	77,645	58,737	50,322	36,064	56,165
Maryland	100,432	71,700	59,622	48,277	72,414
Mississippi	74,548	59,150	50,643	35,999	56,076
North Carolina	92,714	67,177	58,274	53,578	68,048
Oklahoma	81,636	60,735	51,763	36,510	59,804
South Carolina	85,581	64,355	54,880	40,363	64,921
Tennessee	80,944	62,248	51,700	36,525	61,617
Texas	93,775	65,970	58,923	39,095	67,619
Virginia	100,715	72,184	58,055	42,434	73,947
West Virginia	69,345	55,821	46,798	34,387	56,071

- 1.2 Continually improve the process of planning, assessment, and evaluation for all instructional programs including general education where results are used for continuous improvement.

**Progress:** Over the last three years, academic programs (including the general education program) have been collecting data regarding learning outcomes and making changes to improve student learning. These changes include curriculum modifications, the development of study guides for subject area tests, the development of standardized rubrics for assessment, focused student workshops, and refined course assignments. In addition, programs have worked to refine their methods for assessing learning outcomes to ensure that they provide the data necessary for informing program improvements. Academic support and administrative units also have been engaged in annual evaluation activities and have made changes in operations to promote more effective service.

- 1.3 Maintain class sizes that will ensure a personalized learning environment.

**Progress:** Class sizes have remained consistent and support a personalized learning environment for students (Fall 2005: 17; Spring 2006: 16; Fall 2006: 18; Spring 2007: 17). In addition, the student-faculty ratio has remained constant (12:1).

- 1.4 Provide opportunities for student-faculty interaction in a personalized environment.

**Progress:** Faculty members supervise internships, student teaching, and clinical experiences. They also serve as mentors for undergraduates involved in research and creative endeavors. Several students have presented their research at professional conferences and or had their work selected for juried exhibitions and competitions. Faculty members also sponsor student organizations, which promote students' active engagement in professional activities within their discipline and support students' development of organizational and leadership skills.

- 1.5 Provide current laboratory equipment and other instrumentation to ensure high quality instructional programs.

**Progress:** Funding priorities for academic programs are established each year. During the last two years, several pieces of additional equipment have been added (or are in the process of being installed) to ensure high quality instructional programs: a new MAC lab for the art and design department, new SMART classrooms in Martin and Painter Halls, new human performance lab equipment, additional nursing simulation models, and a new antenna for the campus radio station.

- 1.6 Continually improve the University Honors College.

**Progress:** The average ACT of incoming honors students has remained consistent over the last three years. The average honors ACT for fall 2006 was 26.9. Retention for the honors cohort has increased. The first- to second-year honors retention rate of the fall 2005 honors cohort was 79.55. In addition, many honors students plan to continue their education following graduation. Fifty percent of honors students graduating in 2006-2007 reported that they plan to seek advanced degrees within a year after graduation. In 2005, the MUW honors college received a gift of approximately \$4M to enhance honors programming and to support scholarships for talented students. Following the announcement, the Board of Trustees unanimously approved the naming of the MUW honors college for alumna Ina E. Gordy, whose gift was the largest single gift the university has received. A residential honors learning community has been established in Grossnickle Hall and students in the learning community participate in a study abroad experience following their first year in the program.

- 1.7 Maintain and expand study abroad opportunities to increase the number of students studying abroad.

**Progress:** In 2005-2006, MUW did not offer a sponsored study abroad experience, but three students participated in an affiliated program. In 2006-2007, nineteen students participated in an MUW-sponsored study abroad experience in London. In addition, one student also participated in an affiliated program in Argentina.